Elizabeth Maicy,
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Wellesley, Mass.

Wellesley College News

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'28 WINS FIELD DAY WITH SCORE OF 40

Ancient Greek Games Are a Feature In Athletic Meet Including Croquet Game

WINNERS OF W's ANNOUNCED

A revival of the ancient Greek games was a feature of Field Day, Thursday, May 26. The dancing classes presented a version of Atalanta's race, a contest between maidens with lighted torches and the usual chariot race. According to custom, the victors were crowned with garlands by a priestess. A human croquet game was the stunt which followed.

These were merely incidents in the events of the day. On all sides, in bewildering number, games were being played in every sport. Crowds wandered everywhere; watching the smooth tennis, the exhibition lacrosse game; dallying for a second while the soft ball players crept about, while the hard ball pitcher curved in extraordinary antics and the rest of the team caught miraculous flies. Other crowds stood around the track field watching the hurdles fall, or gazing at long-legged jumpers trying to skim the bar. At the end of the afternoon Antoinette Deppeler announced the awards.

The class of 1928 won first place with a total score of 40 points. Second came '27 with 35 points; then '29 and '30 with 15 and 10 respectively. Of the games played on Field Day, '27 won in baseball, '28 in tennis and '29 in track. A mixed upperclass team won the lacrosse game. Cups were awarded to the captains of these teams. The individual cups were given to: Jean Runyon, '27, for archery, Mary E. Morse, '27, baseball, Rosalie Drake, '27, lacrosse, and Elizabeth Burdick, '29, track. Virginia Stone, '28, and Margaret Hellman, '28, won the tennis doubles championship.

W's were awarded as follows:—

Archery
- Vivian Gummo, '27
- Jean Runyon, '27

Baseball
- Louise McGilvrey, '27
- Mary E. Morse, '27
- Jane Shurmer, '27
- Margaret Sedgwick, '28
- Cornelia Spalckhaver, '28

Lacrosse
- Rosalie Drake, '27
- Ann Pugh, '28

Tennis
- Gertrude Herrick, '27
- Elsie Jansen, '27
- Marion Fairfield, '28

Track
- Ruth Foljambe, '27
- Louise Eddy, '28

Blazers were awarded to Louise McGilvrey, '27, and Elsie Jansen, '27.

Varsity teams were also announced.

Archery: Clarke, '28, Gummo, '27, Reed, '27, Runyon, '27

Baseball: Morse, '27, Shurmer, '27, Fairfield, '28, Sedgwick, '28, Spalckhaver, '28, Foster, '29, Ward, '29, McGilvrey, '27, Walden, '28.
Subs: Hayden, '30, Nuremburger, '30.

Track: Foljambe, '27, E. Addoms, '27, Eddy, '28, Lincoln, '29, Burdick, '29.
Subs: Andrews, '30, Pearce, '30.

Lacrosse: Shepherd, '29, Wagner, '29, Worth, '28, Drake, '27, Kennedy, '30, Pugh, '28, Glidden, '30, O'Day, '30, Wallace, '28, Onderdonk, '29, Fitzsimmons, '30, Chidsey, '29.
Subs: Porter, '28, Jova, '29, Townsend, '30.

Tennis: Jansen, '27, Herrick, '27, Fairfield, '28, Stone, '28, Hellman, '28, Terwilliger, '28, Cooper, '28, King, '30.
Subs: Tompkins, '30, Carruthers, '30.

FLOAT NIGHT FRIDAY, TREE DAY SATURDAY

In Face Of Weather Jinx, Plans Are Made for Both Festivals And Sunshine Is Forecasted

CLASS CREWS ARE ANNOUNCED

The Norse Boat, Cleopatra and Captain Kidd, the Swan Boat, Mississippi River Boat, the Three Queens Mourning for Arthur, Baby's Boat's a Silver Moon, and finally a Surprise Boat, not to mention the crew races, bid fair to make to-morrow evening a Float Night deserving of the weather man's especial consideration. Phyllis Holt, '27, is Chairman ex-officio, and Katherine Carman, '27, is managing the entire production, as Acting Chairman. The musicians from Boston are to be stationed in a carefully chosen spot below Severance. The program is scheduled to begin promptly at 7:15.

The crews which will row tomorrow are as follows:—

Varsity

Bow	Hall, L. '27
2	Attwill, H. '28
3	Epler, E. '28
4	Neal, M. 27
5	Crosby, M. '29
6	Clarke, H. '27
7	Holt, P. '27
Stroke	Usher, C. '28
Cox	Reynolds, H. '27

Substitutes

Port	Wheeler, Z. '29
	Fowler, L. '28
Starboard	Fisk, S. '30
	Tracy, D. '27
Cox	Catlett, F. '28

First Boats

	1927	1928
Bow	Erdmann, D.	Bush, M.
2	Broderick, M.	Woodward, E.
3	Hall, L.	Davis, DeM.
4	Lane, R.	Fowler, L.
5	Tracy, D.	Collins, E.
6	Neal, M.	Attwill, H.
7	Holt, P.	Epler, E.
Stroke	Clarke, H.	Usher, C.
Cox	Reynolds, H.	Catlett, F.

Substitutes

Port	McGilvery, L.	Hawley, S.
	Campbell, R.	Hawkins, E.
Starb'd	Jansen, E.	Shaw, L.
	Drake, R.	Hirsch, R.
Cox		Owsley, M.

	1929	1930
Bow	Webb, E.	Gruver, E.
2	Hayward, R.	Richard, D.
3	Scott, J.	Quimby, E.
4	Sturgis, E.	Peirce, F.
5	Angus, I.	Fisk, F.
6	Wheeler, Z.	Merrill, R.
7	Crosby, M.	Shaw, A.
Stroke	Rockwood, E.	Peck, E.
Cox	Henniger, J.	Heidingsfeld

Substitutes

Port	Markley, J.	Brown, D.
	Flint, D.	Fraser, M.
Starb'd	McCullough, E.	Dare, V.
	Klein, H.	Hamblen, M.
Cox		Stephens, R.

Second Boats

	1927	1928
Bow	Drake, R.	Hirsch, R.
2	Koehler, M.	Phillips, E.
3	Flagg, E.	Worth, M.
4	Campbell, R.	Hawkins, E.
5	Gorham, E.	Coldwell, H.
6	Fairbanks, M.	Hawley, S.
7	Jansen, E.	Shaw, L.
Stroke	McGilvery, L.	Lee, G.
Cox		Owsley, M.

Substitutes

Port	Hitchcock, L.	Dyson, H.
	Loiseaux, M.	Miller, D.
Starb'd	Knight, M.	Rew, T.
	MacKerracher, I.	Weeks, B.
Cox		Hoover, K.

(Continued on Page 3, Col. 3)

TREE DAY PROCESSION

forms on Norumbega Hill at 2.
Wear pastel shades.

COMING EVENT

There will be an exhibition match between Miss Glenna Collett and Miss Helen Pakson on the college golf course Tree Day morning.

EXCUSED CUTS ARE GIVEN FOR COMING ALL COLLEGE DEBATE

There is to be an all-college debate starting on June 6. Since this is considered one of the most momentous occasions in the year for most of the students, the Administration has given excused cuts from all classes from June 6—June 16, in order that we may attend or participate in the debate, as is our individual trend.

The entire significance of the debate lies in its close connection with all our academic studies. Each person will have a chance for many personal debates each day. The faculty, in order that they may not feel left out of this holiday period, have been given the privilege of judging the debates. So you may be sure that your side, be it affirmative or negative, will have equal chance of impartial judgment.

This unusual opportunity should make one feel more than ever the absolute subservience of all things "great and small" to one's personal desires here at Wellesley. Where else might one have this period free from work, from trivial worries, given over to the fascinating problem of presenting and arguing for one's personal opinion?

In case you wonder just what happens at these debates the following picture will illustrate the common method of procedure.

A Junior (for Juniors are apt to be certain on matters concerning methods of procedure) walks into the room assigned her for this day's debate. She regards a schedule, noting that her topic is Economics, and sits down. A small book is passed her in order that all may be simplified. Then a paper is given her with many questions on it. She may assume the affirmative or negative attitude. But here is where the summum bonum of the debate comes in. She notes a question. "Are eight hour shifts still used in tin mines in New Mexico?" Perhaps at the end of her first reaction, half a page of the small book finds itself covered; saying that no Ford ever had over two shifts and she personally thought New Mexico the worst sort of place for a Ford—so much wear and tear, economically speaking. She is now entered upon her first great task. Her debate starts. "Am I catching the full significance of the question? Has some catch waylaid me?" She notes the "eight hour shifts," and realizes that her answer is beside the point. Then another issue occurs. Since she knows nothing about shifts, shall she leave her reply as it stands. . . . or attempt. . . . At last, she is in the spirit of the Great Week. She is flooded with conflicting ideas Which side will win? Later she will learn which side won when the faculty have had their chance at her work.

Thus all of us may look forward to the day when we may become an eager, arguing body; vouching our opinions, capable of saying anything . . or . . nothing. But to say nothing is to belittle the spirit of the thing. Cheerio, and a happy time!

NOTICE

The Hygiene Department is offering among the winter electives for next year a new course, Games, Stunts and Simple Dances. Prospective counselors will find this course, a conglomeration of simple and advanced work, very useful both among adults and children in summer camps.

Curriculum Committee Advocates Group System of Requirements

Introduction

We of the Student Curriculum Committee of this year have felt that we have a two-fold function in regard to the Faculty and to the student body. Our committee is, in the first place the only organized body through which a large concensus of student opinion in regard to matters of curriculum, may be obtained. Criticism in a college community is rife in respect to the curriculum, but criticism takes many forms and has unequal value. It has been the first purpose of our committee to attempt to collect and systematize this criticism, favourable and unfavourable, of the various aspects of the present college curriculum, in order to present to the Faculty and to the student body at large, a report of general student opinion in so far as it has been obtainable.

The second function of our Committee, as we understood it, is that of making positive suggestions for changes in the curriculum which we deem advisable and of expressing their approval of those existing conditions which we consider of most benefit. In respect to this second function we are perhaps somewhat hesitant. We are conscious of the fact that our investigation has not been as exhaustive as we should have liked, and we wish to make clear that we have not attempted to discuss the problem of the curriculum from the point of view of a fundamental, all-inclusive theory of education. This point will be more fully explained later.

Questionnaire Necessary

We, as members of the Committee, felt that despite the ill success of the questionnaire method in obtaining student opinion last year, we would again have to resort to this method if we wished any sort of numerical data. We decided in favour of distributing these questionnaires for several reasons to the two upper classes only. In the first place, the answers to questionnaires from fifteen hundred students would require too much effort in proportion to the value of the results. Secondly we felt that the opinion of the Freshman and Sophomore classes would lack the perspective necessary for intelligent judgment and that the criticism would be too intensely personal. On the other hand, we recognized in the plan which we adopted certain limitations which would result from the fact that changes had been made in courses since the time when the present Junior and Senior classes had taken them. We felt, however, that the advantages gained from the plan would overbalance these limitations and that the important issues would not for the most part suffer because of them.

Accordingly, in November we distributed by means of the members of the House of Representatives the questionnaire printed below which with a few minor changes is the same as the one distributed to the Seniors of the class of 1926 last spring, and which had been composed by the Faculty Committee on Instruction and the Student Curriculum Committee. The responses to this first distribution in the fall were collected with great difficulty, and proved too few in number to serve as the basis for an adequate statistical report. The need of such a report justified a second attempt and in December practically the same questionaire (the last question on honors having been omitted) was again sent around to each student of the two upper classes. The result of this second distribution increased the total numbers of answers to 306.

Shows Trend of Opinion

Because of the fact that this number is barely half of the total number of students in the present Junior and Senior classes, the information obtained cannot, strictly speaking, be considered representative. On the other hand there are certain definite trends of opinion readily discernable which are supported by a sufficiently large number to be indicative of the general thought. In the first part of this report, therefore, we have attempted to present the more important opinions which have the might of numbers back of them. Our material has not been derived only through direct answers to particular questions but also through the more indirect method of relating the answers derived from one question to another question on which they have a bearing. All the individual suggestions have not been included here either because they were insignificant in themselves or because they could better be grouped together to bring out some general trend of opinion.

Part 1. Statistics

Question I. A. Number of required hours.

No change in number of required hours	119
Some reduction in number of required hours	78
Reduction of freshman requirements	10
Reduction of sophomore requirements	4
Some increase in number of required hours	14
Fifteen hours required senior year	3

The suggestions for the reduction in the number of required courses were all as regards individual courses. As far as could be determined the answers were not based on the question of the proportion of required hours and of electives to the total number of hours. Apparently those students in favour of reduction felt that they bore too heavy a burden of required courses in Freshman and Sophomore years or that they desired to see certain specific courses eliminated from the prescribed work. Such were the following courses: one science (7); mathematics (4); reading and speaking (4); three hours of Bible (2). Requirement of the following courses was suggested to increase the prescribed work: History 103 (7); Literature 101 (3).

Question I. B. Fundamental Plan

The answers to this question were very few and for the most part dodged the important issue of why subjects should be required and how they should be determined.

One from each *group* of subjects required	4
All requirements in first two years	6
Alternative for all required courses	3

Question I. C. Individual Courses. III. Most Value, IV. Least Value

In discussing a particular curriculum and not merely a theoretical one, two things must be considered: first whether from principle a certain subject should be prescribed; secondly, whether the subject *as presented* at the particular time should be prescribed. Undoubtedly the distinction between these two things is frequently obscure in the minds of students whose connection with a subject or course is so recent that the immediate pleasure and ultimate value are not carefully weighed against each other. In addition, the varying tastes and aptitudes of individuals influence their decisions. In view of these facts, we have felt it necessary to present, as well as the definite numbers for and against a particular course, the evi-

(Continued on Page 2, Col. 1)

CURRICULUM COMMITTEE ADVOCATES GROUP SYSTEM OF REQUIREMENTS

dence obtained by questions III. and IV. (courses of *most* value and of *least* value) and the suggestions for change within a course.

1). Biblical History 101.2; 202 (204 because of connection with 202).
- No change in requirement 32
- Require 1 year: 1 semester Old Testament: 1 semester New Testament 32
- No requirement 6
- Require 2 years 8
- Require 1 semester Old Testament; 1 year New Testament 8

Most value:
- 101.2 84
- 202 31
- 204 12
- Bible courses in general 43

Least value:
- 101.2 12
- 202 1
- 204 1

Suggestions for change within course:
- Increase scope of 202 10
- Too much detail; more general problems and interpretation in 101.2 7

Miscellaneous:
- Permit elections of Bible Freshman year 2

2). English Composition 101
- No change in requirement 30
- No requirement 2
- Require one semester 6
- Reduce to 2-hour course 1
- One weekly appointment with 6-hour assignment 5

Most value: 42

Least value: 19

Suggestions for change within course:
- Include more literature 5
- Include more journalism 2
- Smaller classes, more individual attention 4

3). Hygiene 120.
- No change 16
- No requirement 18
- Require one semester 3-hours 18
- Substitute evolution for Hygiene requirement 4
- Substitute zoology for Hygiene requirement 4

Most value: 1

Least value: (Repeats high school work) 50

Suggestions for change within course:
- Include material of Senior lectures 12
- Emphasis on health and practical problems 5

4). Language
- No change 22
- No requirement 27
- Require one language 2 years 6
- Require reading knowledge of one 4
- Require reading knowledge of two 13

Offer alternative with language 4

5). Mathematics 101, 102, 104.
- No change 17
- No requirement 58
- Offer alternative with History 103 83
- Offer alternative with Science 10
- Offer alternative with Latin 5
- Offer other alternative 19
- Substitute History 103 for required Mathematics 3
- Substitute Biology or Zoology 101 for required Mathematics 1
- Substitute Economics 101 for required mathematics 2

Most value:
- 101 5
- 103 4
- In general 7

Least value:
- 101. 102 (Continuation of high school work; purely memory) 105

6). Philosophy 102
- No change 32
- No requirement 8
- Increase to year course 11
- Alternative with Psychology 1

Most value:
- 102 (Stimulus to think) 40
- In general 12

Least value:
- 102 9

Suggestions for change in course:
- To give history of philosophy or survey 12
- Smaller lecture groups 3

7). Psychology 101
- No change 30
- No requirement 7
- Increase to year course 10

Most value:
- 101 16
- In general 10

Least value: 6

Suggestions for change within course:
- Less physiology 2
- More applied psychology 2
- Smaller classes 2

8). Reading and Speaking 104
- No change 15
- No requirement 46
- Increase to regular year course 13
- Change to one semester, 3-hour 11
- Pass off by examination at beginning of Sophomore year 47
- Failure to pass this examination require for 3 hours, 1 year 4

Most value:
- 104 3
- In general 15

Least value: 78
- General improvement 8

Suggestions for change within course:
- Stress on extemporaneous speaking 10

9). Science
- No change 16
- No requirement 5
- Require one; permit choice 36
- Require physical science 1
- Require biological science 2
- Permit election of two sciences in *same* field of requirement 9
- Require biological; choice of physical and mathematics 5
- Require Zoology 101 11
- Require one science in field not offered for entrance 14
- Permit two years of *same science* for requirement 6
- Choice of one science and History 103 13
- Require an evolution course 4

Most value:
- Astronomy 101 7
- In general 2
- Botany 101 11
- In general 5
- Chemistry 101 10
- In general 4
- Geology 101 14
- In general 2
- Physics 101 12
- In general 3
- Zoology 101 70
- In general 16

Least value:
- Astronomy 101 (too technical, mere memory, etc. 37
- Botany 101 9
- Chemistry 101 3
- Geology 101 1
- Physics 101 1

Suggestions for change within course:
- Astronomy 101
- General improvement 3
- Smaller classes 2

The following are miscellaneous suggestions for requirement:
- Require Literature 8
- " Economics 101 4
- " History 103 17
- " " " or Economics 101 3

PART II.

Introduction

In the last few years the problems of education have come more and more to the fore. Much has been written on the theory of education, on the function of the college or university and its relation to the student. More than this, numerous practical experiments have been made along these lines, some of which have already proved of value.

The stage has been reached in the discussion of education problems at which nothing of permanent value can be added which does not rest on firm foundation of exhaustive study and investigation. As we stated at the beginning of this report, we have had neither time nor means to pursue the question to its source, so that we are conscious of the ensuing limitations in our work. We have, however, one advantage which distinctly lessens our difficulty. Ours is not the problem of constructing a curriculum out of thin air for some experimental venture, but of altering those features of a long-established curriculum progess has made obsolete.

Principles

In considering the function of the college in respect to its students, we felt that a modern curriculum should fulfill the demands of the following principles:

1. That there be opportunity for the student to be directed towards the great store of knowledge which secondary schools can only slightly reveal.

2. That the student be led in the direction of fundamental ideas which have not necessarily a natural appeal for her.

3. That there be opportunity for training the mind by varied methods: scientific, aesthetic, theoretic, factual, historical, etc.

4. That the student can best mature through independent but directed work.

5. That the ideal be not extent of knowledge nor undue specialization, but depth of thought.

6. That the college have a different duty towards those who can pursue post-graduate studies and those who cannot.

7. That the curriculum be so constructed as to allow for individual talents and disabilities.

These principles obviously center in the question of the requirement of courses. We are convinced that the necessity of required courses is an absolute one; that no student entering upon her freshman year can see ahead sufficiently to assure her a successful choice of courses without some guide posts. The fundamental problem confronting us is whether these guide posts shall indicate the only road to travel or alternatives. The system which we propose in place of the present one will offer not only more alternatives, but alternatives consistently based upon a fundamental plan. This system is a graft of certain new ideas on what we consider to be the best features of the present system. In short we propose a group system, with certain reservations, which shall at one and the same time afford freer choice to the student and insure her against neglecting important subjects or specializing too narrowly.

The Proposed System

The various departments of Wellesley College shall be arranged in groups in the following manner:

Group I. Sciences, to include physical, biological, mathematical, physiological sciences.

Group II. Social sciences, to include History and Economics.

Group III. Liberal Arts, to include English and American Literature, modern foreign languages, philosophy, art, music.

From this grouping it will be seen that certain subjects such as Sociology, Biblical History, English Composition, Hygiene and Reading and Speaking have been omitted. There are two reasons for this: first, because separate provisions are being made for Bible, Composition, Hygiene, and Reading and Speaking, and secondly, because Sociology has a prerequisite of Economics and History, and therefore to include it among the possibilities from which to choose required courses would be useless. (This course would naturally be included among the social sciences if at any time the faculty should decide that no prerequisite was necessary).

The general requirements for the B. A. degree as indicated in the bulletin (1926-7) remain the same in the plan which we suggest. The requirements for the prescribed work may be fulfilled as follows:

Group I. Sciences	6 hours
(3 units in each of two fields as represented by divisions above)	
Group II. Social Sciences	3 hours
Group III. Liberal Arts	6 hours
(3 units in each of two fields)	
English Composition	3 hours
Biblical History	3 hours
Reading knowledge of two modern languages	6 hours
Hygiene and Physical Education	2 hours

An examination to be taken in Reading and Speaking at the beginning of sophomore year, failure in which means taking a one-hour course.

Of the required subjects, English Composition, one science and one and one-half hours of Hygiene and Physical Education must be taken in the freshman year; Biblical History and one-half hour of physical education in the sophomore year; all other required hours before the beginning of senior year. A reading knowledge of two modern languages shall be tested either by an examination in each one any time between the end of the freshman year and the beginning of the senior year. A year course in a lang-

(Continued on Page 3, Column 1)

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CURRICULUM COMMITTEE ADVOCATES GROUP SYSTEM OF REQUIREMENTS

(Continued from Page 2, Column 3)

uage successfully passed will constitute a reading knowledge of that language. In Group I, one of the sciences chosen must be either a physical or a biological science.

Comparison of Present and Purposed Systems

a. Number of Required Hours

Under the present system, 25½ hours out of the 60 necessary for the degree are required. Under the proposed system the minimum number is 23 and the maximum 27. The four hours difference is accounted for by a possible failure of the Reading and Speaking examination necessitating the taking of a one-hour course, and by the possibility of having to take both language courses in college. (Only one of these may be considered as counting toward the 6 hour requirement in group III. The above possibility would be a rare case, as most students have had one language before coming to college.)

Although the actual reduction in the number of required hours is only two, there is a greater difference in the number of absolute requirements. Mathematics, Psychology-Philosophy, one science, one semester of Biblical History are either done away with or so placed in groups that the student has freer choice. For example, whereas four courses in science are prescribed at present, only two under the proposed system would be prescribed. Proportionately this seems to us to be more correct.

b. Fundamental Plan

The present system of required subjects is based on the idea that the student shall be brought in contact with as many different fields and ideas as possible. This is achieved through an arbitrary requirement allowing practically no choice. The system which we propose is based on the fact that there are many fields of equal importance from which the student should be allowed to choose. The exception to this is in the absolute requirement of certain courses which are now also required. (See C, Individual Courses). In our system the student is bound to take a course in one of two fields which at present she can escape, namely, that of History or Economics. There are, it is true, comparatively few students who under the present plan do not elect either one or the other of these two subjects. But the election in this field should not be left to choice any more than it is in the field of the sciences.

c. Individual Courses

The requirement for Biblical History outside of the choices in the group system was decided upon for the following reasons. In the first place, the subject is one which comparatively few students would naturally elect, and according to the statistics has been found to offer much of value to a great majority of students. Secondly, the course covers a field exclusively its own about which there is frequently a great deal of confusion in the students' minds. The problems of religion and religious history, treated in an historical and scientific manner, is a situation not frequently encountered by large numbers outside of the college. The reduction of the required course from three to two semesters was due to the fact that the present requirement seemed proportionately too great, and secondly to the practical possibility and advantage all the material now included in one year.

The explanation of the requirement of one year of English Composition is self-evident. Rigorous training on the technical side, practice in critical methods and source—theme work, are an essential introduction to the written aspect of the work of the entire four years. The difference between English Composition in secondary schools and in college should be great enough so that the former could never preclude the latter.

Our virtual abolition of the required Reading and Speaking course was due to the fact that we considered such a course to be a corrective measure rather than an important course in itself. According to the statistics the benefit derived seems to be fairly negligible, and hardly worth the time spent for it.

Phil. and Psych. Elective

In separating the reqired Psychology-Philosophy course into one year of each we recognize that we have lessened the probability of each student coming in contact with both of these subjects. According to the way in which they have been placed in the group, they may still both be elected. We felt quite strongly that the two semester courses failed to serve as an adequate introduction to subjects entirely new to all students. The semester Psychology course consists largely in memorizing an entirely new vocabulary without entering into the central problems in a field of so much interest in this particular age. If this course were extended to a year course the student would begin to have some idea of the scope and significance of the subject. The situation is somewhat different in the semester Philosophy course. Here the student is plunged directly into problems such as she has never encountered before, scarcely knowing in her ignorance how such problems arise or what their significance is. A year course would allow a brief introduction to Philosophy from historical point of view. This would in no way make the course degenerate into a mere survey. In addition we suggest that the classes in Philosophy be considerably smaller so that there would be opportunity for questions and for discussion during the class hours instead of at extra conferences which have little value.

The reasons for requiring a reading knowledge of two modern languages can be reduced to the main one of utility. For students of literature, advanced sciences of almost all kinds, and history, foreign languages, if not a necessity, are at least a great asset. International problems are coming more and more into the foreground, and require of those who interest themselves in this field a knowledge of some foreign languages.

Suggestions for Changes Within Courses

(For changes in Philosophy and Psychology see c, Individual courses)

Our suggestion to reduce the required Biblical History course to one year rests largely on two reasons. First, we feel that four and one-half hours are too much to require in one subject. Secondly, we feel that the material of required Junior Bible, as it is given now in some of the divisions, could easily be compressed into six weeks' work, and that if some of the less important Old Testament books were omitted from Sophomore Bible Course, the New Testament material could occupy the work of the last six weeks.

In regard to English Composition 101 we have the following suggestion to make: that the second semester be composed of two distinct courses, one of which would correspond to the present semester course, offering "Critical and interpretive writing", "description" and "simple narration"; the other course to be a drill course for those who make a grade of D or less in the first semester. The object of this is to give those students who have a greater interest in English Composition an opportunity to do more advanced work, and to minimize the chances of the poorer students doing less than C work.

We suggest that Reading and Speaking 104, if continued as at present, lay more stress on such problems as extemporaneous speaking and correction of voice and pronunciation than on artificial poise.

The committee acknowledges several suggestions received from the curriculum reports of Barnard and Dartmouth Colleges.

The Curriculum Committee
Katherine Wolff, Chairman
Judith Stern
Jeannette Bailey
Doris Miller
Dorothy Alexander
Harriet Wildey

COLLEGE NOTES

The Alpha Kappa Chi Society has recently been presented with a frieze consisting of reproductions of portions of the East Pediment of the Parthenon. The gift was made by Miss Elizabeth D. Swan, a member of the society. The original plans for the present Alpha Kappa Chi House included a frieze. This work of art was procured through Caproni's in Boston. It is a distinctive addition to the already beautiful A. K. X. House.

May 16, Miss Bushee entertained the faculty of the French and Italian departments at dinner at Tower Court in honor of Senorita De Oyarzabal, who is to be at Goucher College next year.

Gladys Weston '27, gave a tea at Z. A. for Mary Cobb and Mrs. Helen Jackson Freeman, May 27.

Crew had a shore party at Marblehead the week-end of May 21.

The students of Geology 101 B went on a pit party Thursday, May 27.

The following students have been elected as representatives at the Silver Bay Conference:

Phoebe Seward '28
Edith Smith '29
Josephine Maghee '30
Peggy McDiarmid, C. G.

Miss Dutcher is going with the delegation.

ENGAGED

'28 Harriet Segal to Haskell Cohn, Dartmouth '22, Harvard Law '25.

Hermene Eisenman to Joseph P. Evans, La Crosse, Wis. Harvard '25, Medical '29.

FLOAT NIGHT FRIDAY, TREE DAY SATURDAY

(Continued from Page 1, Col. 2)

	1929	1930
Bow	Klein, H.	Goldschmidt, N.
2	Nash, E.	Brengle, G. L.
3	Salzer C.	Stephens, R.
4	Markley, J.	Fraser, M.
5	Severson, E.	Brown, M.
6	Ross, M.	Ripple, E.
7	McCullough, E.	Hamblen, M.
Stroke	Flint, D.	Brown, D.
Cox	Hamilton, M.	Dare, V.
	Substitutes	
Port	Francis, L.	
	Danforth, M.	

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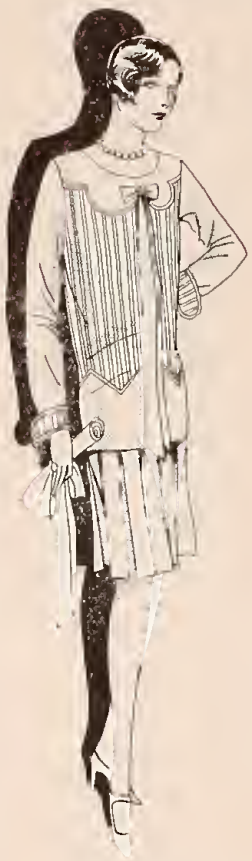
The cap and gown of black—but the charming frock underneath is white. It may be of washable silk crepe, very tailored; of cool, filmy chiffon, very lovely; of sheer georgette, feminine, graceful; but white it *must* be and what better summer choice can one make than white—practical, satisfactory, smart—all summer long.
Tailored
Sketched left: delightfully original 2-piece georgette frock that has a tailored simplicity in its straight skirt pleats, and all-over flatly pin-tucked blouse. Plain, deep scalloped effect at blouse border, and yoke. Half moon dagger pin. Misses', 25.00.
Skirt Flare
In loosely pleated and shirred skirt of a 2-piece crepe de chine model. Hem border of satin. Blouse is simple with round neck and tailored shoulder flower. Rhinestone encrusted eyelets, buckle on kid belt; cuffs belted also, and have studded rings. Misses', 25.00.
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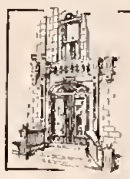
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WELLESLEY COLLEGE NEWS

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Entered as second-class matter, October 10, 1919, at the Post Office at Wellesley Branch, Boston, Mass., under the Act of March 3, 1879. Acceptance for mailing at special rates of postage provided for in section 1103, Act of October 3, 1917, authorized October 30, 1919.

ENDORSEMENT AND BEST WISHES

The report of the curriculum committee, being less sensational than the one of last year, will perhaps cause less of a furor among the students. It does not contain brief disposals of unpopular courses couched in popular terms. Brevity is not one of its virtues, but it has many others, which make it better worth the consideration of the powers that be. In the first place, it is as sound as a year's careful work on the part of an intelligent committee can make it. If not representative of college opinion (the statistics show that college opinion is very difficult to ascertain) it is at least representative of the opinion of an intelligent few and represents what constructive principles all members of the committee were able to agree on. There is enough logical connection between Part I, college opinion, and Part II, the work of the Committee, so that many who had difficulty in clarifying their ideas when the questionnaires came round will endorse the finished report in entirely. The general reaction to Mathematics and Reading and Speaking is used as a basis for the abolition of these requirements. The favorable comments on the sciences leave that requirement much as it is now. The suggestions for betterment within certain courses will also meet with general approval. Yet none can deny that the committee had ideas of its own, far transcending those of the student body. It has developed a liberal group system, which, while not reducing the number of required hours remarkably, does allow leeway. The curriculum is in many ways, and for excellent reasons, made more difficult, —two languages are required, and no one can slip by into senior year without history or economics.

No doubt from the point of view of the Academic Council the plan offers some impracticalities. Students lack experience, and often fail to recognize the impossible. But the committee has taken its responsibility seriously and one can not but be hopeful.

This plan quite possibly foreshadows a change and we can not help hoping it may directly influence one. We drop the hint that the Free Press columns stand wide open for the student opinion,—which though failing to support the committe earlier, may be stronger when confronted with a concrete plan, and will assuredly lend weight to the report.

WE THINK—THEREFORE ARE WE?

A particularly scathing article on the girls' college has just appeared in the June *Scribner's*. Amateur Sherlock Holmes's will be able to detect clues which point infallibly to the fact that the writer attended Wellesley, a relatively unimportant fact but one which lends piquancy to the perusal of *Sweet Girl Graduate*. It is the old question of "are we worth while" put from another angle. In spite of the fact that the article was written by a young woman graduated in 1923, it gives in some respects the impression of describing conditions of 1905. The writer went to college to impress people and what is still more curious she succeeded. "Marriage as Slavery" has rather passed out of current usage as a conversational topic. The naive idea that one would lock the door to read Boccaccio or Rabelais seems as 1850 as bustles or what ever was the equivalent in those days. It is surprising to find the statement that seniors have become impatient with marriage. Obviously since Miss Warfield's day Wellesley and times have improved.

Nevertheless Miss Warfield's charge is a serious one. Having experienced college, she characterizes it as a place where one acquires a "finesse in stupidity." One acquires a veneer which is adequate for almost any situation. "Let a subject be mentioned, automatically a ready made association would click in my mind. For example. Descartes—I think, therefore I am. Darien—Silent upon a peak in."

It is rather difficult to refute in two words Miss Warfield's contention that the college for the genuinely intelligent girl is to be highly recommended as a soporific. As usual the considerable amount of truth in such articles strikes home. As usual it is easier to make nasty cracks than to point out fundamental weaknesses. It seems quite possible that one could even with a reasonable amount of brains go through college and acquire no more than a set of association formulae. One may lead a horse to water. On the other hand some horses have been known to drink, and it is possible at college to acquire more. The college education has been known to take. If it does not take the fault is largely the fault of the individual.

If this article should make the considerable number of people who do obtain from college no more than Miss Warfield did, sit up and consider their programs, it will have accomplished a worthy purpose, though one clearly not in the mind of the writer. It is only too obvious that what Miss Warfield says is true. It is also obvious that she has generalised a little too freely and that her article does not represent the whole truth. The college offers a great deal and a great variety. Miss Warfield got something. Those who read her article and feel with her that it was not worth while, may well consider whether they have chosen to get something better.

Free Press Column

All contributions for this column must be signed with the full name of the author. Only articles thus signed will be printed. Initials or numerals will be used in printing the articles if the writer so desires.

The Editors do not hold themselves responsible for opinions and statements which appear in this column.

Contributions should be in the hands of the Editors by 10 A. M. on Sunday.

Contributions should not be over 250 words.

EDUCATION ISN'T LIFE

To the Wellesley College News:

The question raised in an editorial in the last issue of the NEWS as to how we college students can become worth our cost to the community tempts me to suggest that the solution may lie, at least in part, beyond our individual control. If the money spent to educate us is wasted, perhaps it is because of the way we are educated. The editorial speaks of college as four years of preparation for life, but an entirely different view is given in an article by Scott Nearing in *The Nation* for May 25. Mr. Nearing characterizes college students as parasites consuming without producing; we are separated from life and so when we are graduated, we are not ready to face the every-day problems of living and to do our share of work in the world. From this standpoint, it does not seem likely that we shall be worth the cost of our college training until some change is made in the present educational system.

Mr. Nearing's belief is that a young man or woman of eighteen should be working as an apprentice in some field A university should be "a tentative participation by a group of young men and women in the life of the community." But, one may say, what about those student who do not know just what kind of work they want to take up? Mr. Nearing's answer is that the higher schools might exclude any applicant who has not some definite purpose.

Then again, some one may ask, what about the culture which our present college system supposedly inculcates in a student? Mr. Nearing retorts: what have the culture courses done for students? Culture arises from a group and cannot be acquired in an isolated institution. He suggests a program of four hours a day in the "shop" as an apprenticeship, with the rest of the time free for study and reading.

The fact that "education is life" should be recognized as the basic principle of our educational system. If our colleges and universities were such as to conform to that principle, perhaps we might be so educated that we should be worth our cost to the community.

1928.

WILL YOU EXCUSE IT PLEASE?

Dear Editor of the Free Press Column:

I am not a member of the Academic Council but I am a member of the faculty at whom part of last week's letter in the NEWS is directed, for I am one of the guilty who were present at the Seniors' Academic Council. I am sorry if we were not welcome, but in fairness it should be said that the seniors themselves had not made the situation clear.

I had been invited beforehand by several groups of seniors and by several individuals, some of them aware of the doubtfulness of the situation and all of us taking it in the gay, lift-of-the-eyebrow, sharing-a-good-joke fashion that seems to me exactly the tone of the jolliest play. I went accompanied by another member of the faculty whose senior students had invited her. We were met at the door of the balcony by a polite, much embarrassed, determined senior who asked us please to go away. We were surprised, but realizing her seriousness, became somewhat embarrassed ourselves. On the way out, we saw a student hurrying in late, and jestingly said, "Oh, why won't you let us see?" She went along in and then came outside again to say, "No one is at the door downstairs. I don't think they'll mind." We went in and laughed with the rest.

I quite understand why some of the students may feel as the writer of the letter did, that the presence of the members of the Council might rub off the edge. I dare say it would. But I incline to think the danger is overestimated. Many of us after all are amused at ourselves. Anyway most of the members of the faculty are attending the regular meeting of the Council at the moment. Besides the affair is carried off with such a tone of good fun it is hard to think that any of the shafts could draw hostility ultimately leading to restraint.

It would seem a pity to be too serious about it all. But if the students do feel the jar of discordant elements, when members of the faculty are present, would it not be wise to agree in class-meeting that no one is to invite them? Would it not be possible for some definite sign to be given at the door, or else for guests to accompany seniors without question? Surely no member of the faculty should try to attend when she knows the girls would prefer her absence.

Yours sincerely,

Helen Drusilla Lockwood.

COLLEGE GOVERNMENT

At the meeting of the Senate on May 26, the Student Entertainment Committee presented a form for requests from chairmen of entertainments. This form containing a statement of the type of entertainment and the date set by the Senate, must be presented to the Student Entertainment Committee. The approval of that committee, the Social Schedule Committee, and the Recorder of Points must be secured before the Information Bureau will grant the use of a building for the entertainment. It is hoped that this form of procedure, which is somewhat changed from the type followed in past years, will prove more efficient to enforce the regulations concerning entertainments. (See pages 52-55 in the Grey Book)

The Senate approved the appointment of Angela Higgins '29 and Thankful Cornwall '30 as junior and sophomore members of the Student Entertainment Committee.

Requests from two girls to hold minor parts in the casts of Tree Day and June Play were not granted on the ground that the Senate saw no reason in this case to make an exception to the rule 5b on page 54 of the Grey Book. This rule states that part in two entertainments the rehearsals of which are scheduled for the same week

May Not Be Taken

The Head of Golf was granted her request for an exhibition match between Miss Glenna Collett and Miss Helen Payson, to be played on the college golf course on the morning of Tree Day, June 4.

The Senate voted to send the President of College Government and Margaret McDiarmid to the Silver Bay Conference.

It was decided to drop the plan for establishing a fund for Foreign Student Exchange Scholarships because it seemed impossible to carry it out successfully in Wellesley.

WELLESLEY COLLEGE ART MUSEUM

The final exhibition of the year is now hung in the gallery of the Art Museum. Selections, never before shown, from two fine publications belonging to the Art Museum have been chosen These publications have come to the Museum through the generosity of two loyal friends, Miss Caroline Hazard, former president of the college and Mrs. Alma Seipp Hay, of the class of 1899 and one of the alumnae trustees.

Twenty-three plates of drawings by Old Masters have been selected from I Disegni della R Galleria degli Uffizi in Firenzi," published by Leo S. Olschki These plates represent only a small part of the set, which includes about four hundred plates. Miss Hazard, ever a lover of fine draughtsmanship, has chosen these reproductions, which are of such rare quality that it is difficult to detect the differences between them and the originals A lover of Italian art has within her reach a basis for study and a source of pleasure.

The other twenty-five plates selected, the gift of Mrs. Hay, have been chosen from a publication of one hundred plates from "La Tapisserie Gothique," published by Demotte. These plates are full of the beauty of colour so common in real tapestries, so rare in reproductions. The types of tapestry and the actual stitchery are in every case accurately represented.

Attired in a barrel (tubs all in use) and swinging a desk lamp, Adonais has been seen doggedly footing the snake-paths and Christmas-tree alleys in search of an honest man. He meets no specimens of the human tribe but girls, more girls, or girls and dates. Rumor has it there is no hope.

* * * * *

There convened at Wellesley on a Friday
5 College Presidents and 5 College Deans;
Now the question we should like to put is:—
Did they dine on Brown Bread and Baked Beans?

* * * * *

MATERIAL FOR '31's FRESHMAN BIBLE

Fortunate members of 31:—

To save time and stationery when you get to college—
(Now that you have passed all your exams forever)
Read up on the following subjects,
Then tell the family all about it NOW!

1. General Exam (see Adonais of Dec. 9, Jan. 1, Feb. 9, Mar. 1)
2. Stone Hall Fire.
3. "The college girl is not worth what she costs the community."
4. Association dues, laboratory fees, etc.
   (Amount of class dues varies according to the president, but subscription to NEWS is $2 payable yearly.)
5. Required Courses.
6. Floor-plan of Severance.
7. Natural beauty of the spot.

* * * * *

A sentimental senior wrote this delightful example of Wellesley verse while out paddling in the falling twilight of a Spring evening heavily laden with the scent of Lilacs. Perhaps you can see that it is written in your honor.

ODE TO '31, ON A DISTANT PROSPECT OF TAKING C. B.'s

Glad it's distant!
And not even a prospect!
C. B.'s behind us
And only B. A.'s before—

* * * * *

BOOKS AGAIN

Sing a song of scholarship—
Papers now are due;
Read a week in library,
Write your paper too.

Feel that joy! Accomplishment!
Paper now is done.
That is, all but one footnote
Must get the Book (what Fun!)

Tell of thwarted heart's Desire—
Book's been taken out!
Students groping through the mire,
Just like me, no doubt.

* * * * *

DIVERS AND SUNDRY USES OF TRADITION AS SHE IS SPOKE

1. To gleefully gladden guileless and gullible guests.
2. To torment freshmen. (The kind who used to come to college.)
3. To argue that Stone Hall should be preserved as a bird-cage.
4. To object to change in curriculum.
5. To inveigle people into coming to college for the 'college life.'

CREW ISSUE

Freshman: Hey, which side of the boat is the cox on? Port or Starboard?

What do they do Float Night at Wellesley?

Oh that's the beginning of the swimming season.

Why does Wellesley look like Revere beach these days?

Oh Campus exchange has started selling little boxes of crackers, C. A. sells ice cream cones, and all the sororities sell Ginger Ale.

SENIORS

Why not go on a house party together after exams or Commencement? Aiken Manor, Franklin, N. H., is just the place to freshen up for the great day. Get some sports practise and surprise your friends this summer.

Do Come and Try Our Lake.

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Fri. and Sat., June 3 and 4
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"The Mysterious Rider"
with JACK HOLT and BETTY JEWEL
Comedy
Pathe News Pathe Review

Mon. and Tues., June 6 and 7
GILDA GRAY in
"CABARET"
Comedy
Pathe News Educational

Wed. and Thurs., June 8 and 9
Eddie Cantor and Jobyna Ralston in
"SPECIAL DELIVERY"
Comedy
Aesop's Fable Sportlight

Fri. and Sat., June 10 and 11
Wm. Boyd, Marguerite De La Motte and J. Farrell MacDonald in
"THE LAST FRONTIER"
Comedy
Pathe News Pathe Review

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The Theater

COLONIAL—Criss Cross, with Fred Stone.
COPLEY—The Ghost Train.
HOLLIS—The Cradle Song, The Master Builder, La Loeandiera, and Eva LeGallienne.
PLYMOUTH—The Pirates of Penzance and *Iolanthe.*
WILBUR—Listen Dearie!

THE CRADLE SONG

The Cradle Song is a play that demands a certain perfection. But Eva Le Gallienne and the Civic Repertory Players of New York have acted between the lines. They have lent the play an interpretation which has discovered all the grace and delicacy hidden in it. Happily too, they have sensed the tranquility and peace which sounds a harmonious note in the discordant melee of the stage today.

The play itself is a gentle protest against the restricting vows which bind nuns to the cloister, and for which they have renounced the world. A foundling is left at the gate of a Spanish Convent to be brought up by the Sisters. Through her they feel the life that is pulsing outside the nunnery walls and from which they have severed all connection. After a lapse of eighteen years they must give up their daughter who is to leave the shelter of the convent for a world teeming with new experiences, love, color and adventure—a life of which the Sisters know their own is but a drab shadow. And yet there is no attempt to sharpen this theme or press it. The emotion becomes all the more genuine because of the restraint. Against the sombre atmosphere, the lull and routine of the duties, the human qualities of the nuns stand out naturally. Touches of humor at once heighten the tenseness of the pathos and subdue it.

The Cradle Song is practically devoid of action, and the responsibility of carrying the production falls to the execution of details. It is here that Miss Le Gallienne achieves true artistry. Every bit of stage business, every gesture, the remarkable modulation of voice, all these added just so much to build up the whole into a unified impression. Miss Le Gallienne has also succeeded in breaking away from the tendency to center a play about a starred player. The members of her company were on a more or less even level, with no one, not even Miss Le Gallienne herself, thrust forward to "take the stage." Such performances prophesy a happy future for the theatre.

FOCUSSED ON THE SCREEN

Zane Grey's thrilling story, *The Mysterious Rider*, played by Jack Holt tomorrow and Saturday night is truly a sensation in the great open spaces. Melodramatic in the extreme, yet with the redeeming features of a convincing hero, good scenery, and a complex plot, the film is guaranteed to hold your attention. The scene is laid in the pitiless wastes of a California desert where men and women are struggling to homestead the land The theme of a strong leader forced into outlawry by the men he is trying to help is characteristic of Zane Grey's grip on the West.

Gilda Gray in *Cabaret*, playing Monday and Tuesday nights, June 6 and 7, is another type of film entirely. The scene is laid in the atmosphere of a Night Club and tragedy. A rather familiar plot, the dancer, the weak brother, the detective lover, it is livened by the spirited acting and quick wittedness of Miss Gray. And the dancing ought to be mentioned too, as Miss Gray's forte.

June 8 and 9 Eddie Cantor plays in *Special Delivery*. As a postal clerk Eddie is a complete misfit, but as a letter carrier en route, he is at least conscientious if blundering, and thoroughly happy, a state of existence which might be either a relief or an aggravation to you at this time of year! But a laugh's a laugh.

CAMPUS CRITIC

A MIDSUMMER NIGHT'S DREAM

Fair weather, a natural setting, and a competent cast combined to make Shakespeare's presentation of *A Midsummer Night's Dream* truly delightful. No praise which we could lavish upon it would be more expressive of appreciation than the heartfelt remark we heard afterwards: "I wouldn't have missed it for anything."

The outdoor theatre was a particularly happy feature of the performance, especially appropriate for the forest scenes with its real trees and twittering birds. Some of the actors, however, did not fully realize the limitations of an open-air production, and did not speak loud enough for their lines to carry to the most distant listeners.

Easily the most outstanding performance of the play was given by Delores Osborne, as Bottom. Her interpretation of the boisterous "Pyramus" was remarkably well-done, and her makeup was excellent. Though each one of the cast deserves mention, it is impossible to speak of more than one or two. Elizabeth Farrar's interpretation of Lysander was distinguished especially by her expressive intonation. Helen Petit was a convincingly fairy-like Titania both in action and appearance, and Mary Bostwick made a pertly agile Puck. Elizabeth Selig, as Egeus, made the most of a minor role.

The most spontaneous performance was undeniably given by little Donald Zigler, who took the part of Titania's changeling. Though his game of peek-a-boo with the fairies was bad dramatically in drawing the attention of the audience away from the main actors, it was, nevertheless, one of the most delightful bits in the play.

A. T. P.

MISS WILDER AND MR. FOSTER

The last concert of the academic year was given in Billings Hall last Friday evening by Miss Jean Wilder, pianist, assisted by Mr. Albert Foster, violinist, both of the Department of Music; the programme consisted of the sonata for piano and violin by Beethoven (*D major*) and the ever favorite *F major* of Grieg, with the addition of a group of piano solos by Scriabin, MacDowell, and Chopin. The concert had a note of personal interest in that it was the last appearance of Mr. Foster as a Wellesley instructor, since he has resigned his position in order to live in Miami, Florida. Any one who has come into contact with Mr. Foster and has noted his skill as a violinst, his indefatigable earnestness as an instructor, and his high ideals as a man, will always be glad to have known him. Good wishes in abundance follow him.

The performance of the Beethoven sonata was possibly not quite so good as that of the Grieg sonata; it is difficult for any artists to strike the pace in perfect synchronism as regards mood, rhythm and notes: something must be allowed for that getting together which is indispensable to any excellent ensemble. Then, too, the greater directness and musical simplicity of the older master's music exposes performers to the smaller dangers of lack of precision, whereas the more subjective music of Grieg rather caters to a more ecstatic and less meticulous execution.

Miss Wilder has the gift of making music interesting; this comes about largely through her feeling for melody and her power of tone-coloring; it is ridiculous to compare so young an artist with so great and so world-worn a player as Paderewski, and yet if we recall the great Polish pianist as he was twenty-five years ago, we can not fail to note that the same qualities of melody-playing and tone-coloring were the two things that gave him his fame as a player. Particularly evident were Miss Wilder's melody-playing and tone-coloring in the Scriabin number which was an ever shifting panorama of color; this was also true of the softer portions of the Chopin Ballade in F major. The MacDowell *Tarantelle* was played in an interesting and sprightly manner. For an encore a piece by Swinstead, beautifully made for the instrument, was deftly executed. Miss Wilder may go far,—one is inclined to say, may go as far as she likes; for when one remembers the host of talented young pianists that swarm in minor concerts or seek in vain for recognition, one recalls that ninety nine per cent fail because of the lack, not of talent, but of the good old qualities energy and perseverance. Let her persevere!

H. C. Macdougall.

ROMANTIC GARDENS OF 18th CENTURY PORTRAYED PERIOD

Miss Manwaring's lecture on the Romantic Gardens of the eighteenth century involved a discussion of the painting, landscape gardening, and poetry, for all were closely connected. The romantic element in the gardens of 1700 was built on a revolt from the trim gardens and formality of the French. The garden became an outdoor salon. Claude Lorraine struck a new note with an Arcadian and Golden Age effect. Mysterious forests were cultivated; nature was less restrained than formerly. Pope had the essence of eighteenth century thought for gardens in desiring new designs, wider perspective and places for delightful contemplation.

William Kent changed the vogue. He widened the perspective and innovated the use of classic temples. In a search for the different, walls were turned into high hedges, and variety of contour was gained through the use of woods and waters. Gardens aimed to be a retreat for solitude.

Gradually the garden became choked with too many temples, obelisks, columns and monuments all inscribed with suitable reflections for moral and mental edification. A new interest in wild nature and human affairs grew with improved travelling conditions. Sentimentalities came into vogue. Sentiments were aroused through the use of water to express gloom or bubbling mirth. When waters vanish into the ground or a cave, the place was placarded with "so vanishes human glory."

Rocks were widely used; some in grottos but most in ruins which became very fashionable. Some ruins were built of stucco; others were paintings on canvas hung at the end of a walk. There were ruins used as ice-houses and Gothic cow-sheds. Trees placed in these ruins showed how long they had been there, and the older the ruins appeared, the better.

Hermitages became very popular as suggesting solitude. Some hired men to imitate hermits and live on their estates. Such were the gardens; too many bridges and structures and too much sentiment. The century ends with poets still interested in the melancholy garden.

BROWNING'S DAUGHTER-IN-LAW SPEAKS OF POETS HOME LIFE

On Tuesday, May 24, Mrs. Barrett Browning, daughter-in-law of the poet gave an informal talk in the Brooks room to a small group of students and guests. In presenting Mrs. Browning, Miss Pendleton said that Wellesley was now doubly her debtor since it was only a year ago that the Library had received her Browning collection.

Mrs. Browning, an American by birth first met the Browning family through American cousins, resident in England. When her own family moved to London this acquaintance grew. One of her earliest recollections of the poet was his pilgrimages past their home every Tuesday and Friday afternoon on his way to read aloud to Mrs. Sutherland Orr, always a great friend. Her reception into the home circle as the wife of Browning's beloved son was the kindest. "Father told me," Mrs. Browning said smilingly, "that he had always wanted a daughter and now he had one." The poet, seated at the head of the table, always dominated the family dinners, directing the turn of the conversation.

(Continued on Page 6, Column 2)

Out From Dreams and Theories

MARRIAGE AND CAREERS HAVE BEEN SUCCESSFULLY COMBINED

Virginia MacMakin Collier in her study of *Marriage and Careers* has compiled the observations of her research of "one hundred women who are wives, mothers, homemakers and professional workers". All but one of the women keep house, and have one or more children. The question has recently changed from "should women combine marriage and careers"? to "how do they manage it and how does it work?" The problems of these women are representative of the problems that college graduates face.

Reasons given for going into professional work after marriage were: need of an outlet for energy, financial necessity, and the desire to enrich the content of their contribution to the lives of their husbands and children.

There are four important elements in the situation. They are (1) sympathetic coöperation from the husband, (2) good health, (3) good training and experience before marriage, and (4) short or flexible hours of work. There is a better chance for securing and holding a job in a large city; nevertheless a limited number of opportunities exist in the small town.

The most significant discovery is that a great measure of happiness lies in congenial work outside of domestic work; greater happiness for themselves and hence greater happiness for their families.

Teaching claims the largest number with arts a close second. Social work comes next. It includes the women who are hardest pressed by the combination of home, children, husband and work. Selling and research, possessing the advantage that they can be conducted on an individual basis, are two fields which suggest great possibilities. Teaching is advantageous because of its comparatively short schedule of rigid working hours. However, the women are most fortunate who can do their work on a flexible time arrangement. The creative work of professional positions allow for this. The women still find time to do a great deal of domestic work themselves, and spend many hours a day with their children.

The most important factor in the problem is the husband. The combination is impossible without his help. This study indicates that men want their wives to be happy; and that they do not believe in scrapping valuable training. Most of them are not only sympathetic but actively helpful with domestic duties.

Women must give up much of the social life to work in the professional field. Yet these women claim that they are getting more satisfying contacts from their jobs than the old social activities ever offered.

The discovery has been made that a woman can hold a job, a full time, well paid job, and run a comfortable, contented, happy home besides.

BROWNING'S DAUGHTER-IN-LAW SPEAKS OF POET'S HOME LIFE

(Continued from Page 5, Column 5)

Mrs. Browning also told the true story of the finding of the "Sonnets from the Portuguese," so highly rated by Browning, in the top of an old chest of drawers. But most interesting of all reminiscences were those of the poet's last days in the home of his son in Venice.

The first copy of *Assolando*, his last work, which appeared on the day of his death, seemed to make happier that November of 1889. The following scene described by Mrs. Browning particularly interested her hearers. One Sunday afternoon when all the household were away with the exception of herself, a semi-invalid at the time, the poet came to her and offered to read from the new book. At one time after reading those famous lines of the Epilogue beginning, "One who marched breast forward, never doubted clouds would break—" Browning thrust the book down upon the table and turning to his daughter said that he, referring to his own life, believed that these lines were true.

Of the worry and stress, following his death and of the difficulties before the interment in the "Poet's Corner" of Westminster Abbey, Mrs. Browning spoke with very vivid memory. Above all, the daughter-in-law of the great Victorian poet, emphasized the kindly affectionate nature of Robert Browning—the father, as apart from Robert Browning, the public man.

COMMENCEMENT PERIOD OFFERS SENIORS DAYS OF EXCITEMENT

"One mad happy rush with everybody in good spirits." Such is one characterization given the commencement festivities. To the majority of the college, the events which take place after the last examination are shrouded in a halo of glamour, excitement and mystery. All during examinations, families have been gathering until the village is filled with fathers and mothers. After exams the college halls see their population change from fairly staid and worried students to rollicking, noisy, gay Alumnae.

One of the first events is the June play, usually the most ambitious attempt of the Barnswallows' year. The next scheduled event is the Garden Party to which "everybody goes and stands around in big hats." Garden Party is a function similar to the C. A. reception except that one meets the families of one's friends instead of their freshmen. Also considerable diversion and excitement is caused by small brothers. Last year some of the Tree Day dances were given at Garden Party. In the meantime there have been innumerable private supper, breakfasts, lunches, and picnics among the gathering families. The Alumnae have class reunion suppers. The societies have annual meetings and luncheons.

On Sunday the Baccalaureate Sermon is preached in the Houghton Memorial Chapel. This is one of the two or three occasions during the year when the late comer finds it impossible to get into the chapel. There are special vespers in the chapel in the evening.

The Alumnae Procession is one of the most eagerly anticipated events. Each class marches dressed in a distinctive costume and armed with balloons of the class color, with scarves, ribbons, walking sticks, and anything which will contribute to the effectiveness of the ensemble. The class judged to have made the best appearance is awarded a prize offered by the Alumnae Association. Last year 1906 won the prize. Each member of one class appeared with a yellow smock on a coat hanger to give the impression that there were twice as many of them. Another class appeared with camp stools ,and could be distinguished thereafter all over campus by their envious sister classes. The Alumnae also hold the Alumnae frolics. Students are not expected to go, but several have reported strange and joyous antics. The Alumnae live in the college houses distributed according to classes. They are considered by the few students who are left in the houses and who eagerly listen to the younger ones as indulged and eccentric individuals. The Picture Gallery is also an Alumnae institution. Each married alumna is invited to send a picture of her husband and children with labels. These photographs are

exhibited in the Ad Building, where all the returning classes resort with exclamations of "What could she have seen in him?" and "Aren't those darling children?"

The President's Reception is held in the evening for Alumnae, seniors, and guests including bashful fathers. The Commencement exercises take place on the last day. They constitute the most solemn occasion of the post-examination events. Before the address, President Pendleton reads the 136th Psalm from the Melancthon Bible and the seniors make the responses in Latin. This rare Bible was obtained through Mr. Durant and is one of the treasures of the library. The presentation of candidates for the B. A. and M. A. degrees and for honors in subjects is made, and the winners of scholarships and honors are announced. Immediately after the Commencement exercises comes the ceremony of flipping the tassles. As the Seniors come out of the hall, their best friends rush up and flip the tassles of the mortar boards from the left side to the right. That night the graduated class gives its class dinner with its honorary members present. During the dinner the roll is read, and as her name is read each girl who is engaged whether the engagement is announced or not, gets up and runs around the table.

The last event is the midnight step-singing on the chapel steps. Each class carries lanterns of its class color. The Alumnae sing songs while the seniors march in. It is usually noticed that the most pep of all is displayed by the Alumnae who have been out five or ten years. After step-singing the Seniors disperse and the societies have big revels for their members.

FACULTY PLAN TO SPEND NEXT SUMMER IN TRAVEL AND STUDY

Miss Scudder is going to celebrate her freedom at once by giving a course of ten lectures on the Followers of St. Francis in the Episcopal Church School which is held here in Wellesley every summer. In September she will be sailing for Italy for the winter, as she hopes, but if not, for France. Although in a sense it is a vacation she will continue her Franciscan studies.

Mrs. Hodder and Miss Manwaring are planning to be in England together for the summer, working, visiting, and batting about, and may get to Scotland, especially Edinburgh and New Forest. Miss Manwaring has the promise of seeing Hugh Walpole's large collection of Scott's manuscripts of

(Continued on Page 8, Col. 2)

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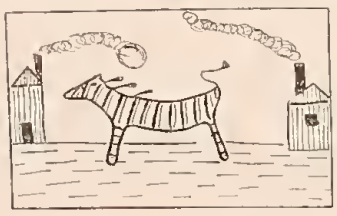
THE ROLYPOLY MOVEMENT IN PAINTING

The nascence of the new school of art known as the Rolypoly School, marks a new epoch in the gradual revelation of the Beautiful. Beauty has always revealed herself wherever her passion has entered into a devoted heart and consecrated it to that pure ministry that we call genius. Even among the loftiest artists, however, there has been a tendency to degrade the higher mission of Art by subordinating it to that lesser loveliness of self-expression. One sees it in every direction: in a realism which portrays only the outer semblance of Truth and only blindly gropes at the soul of things, in a certain pleasant superficiality which chooses to skim the surface of world-currents rather than descend to the depths, wherein there is that infinite sorrow which is perfect joy.

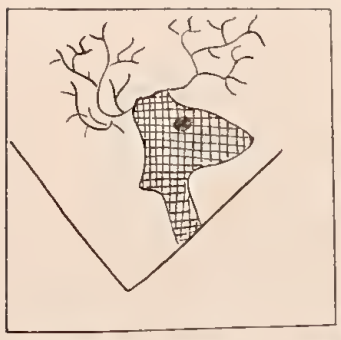
It is the claim of the Rolypolists that the secret of the decadence of other schools lies in the attitude of the artists. Few are content to wait quietly for the voice of That Which Is, to merge their futile selves in the ultimate glory. And by their piteous consciousness of their persistent selves, they intrude their limitations on infinity.

The Rolypolists, on the other hand, achieve a mystic communion with the Beautiful by self-surrender. Holding the pencil between hands clasped in prayer, they yield to the motions of the spirit and become the passive medium for the expression of the Beautiful. Examining in detail the works they have produced, one observes that in them Truth is expressed by abstractions and symbols. It is the failure of man in his search for the spiritual that is the theme of this cycle of pictures. Strange it is that not success, but failure is the inspiration of the art that most deeply stirs the heart of men. For failure is the higher good, that at which all things aim.

The first picture is full of poignancy. From the uneven and varied expanse of history there rises the figure of a bird. One feels in him a certain wistful yearning towards the Ultimate—And above him there hovers a mosquito, typifying the impulse that makes for progress. The whole picture is set forth with a certain sweetness that intensifies the universality of the conception, and at the same time all the characters are strongly individualized.



The second picture symbolizes the tragedy of the Industrial Age. It represents a horse; his mane flies in the wind, he has a sensation of tremendous progress, but his feet are stuck in the wreck of broken boundaries and shattered inhibitions. Behind are factories—crude, raw in their stark actuality. Above curls the smoke, typifying the true significance of all material advancement.



Next is Contemplation. The figure has only a head; for it, the ultimate good is Thought. It has had a vision of the supreme oneness of things, symbolized by the union of vegetable and animal in its appearance. The crossing lines represent the relational elements which lie at the heart of Truth. And all is summed up in the great V that stands for Vanity.

Perhaps the last picture is the greatest of all. The figure has tasted the whole of life and found it ashes and Blah! It denies the soul, and even the spirit: it has only little patches of nerves and ganglia. It gambols childishly on green clay, and sees not that the Tree of Life grows behind it.

Ewart Kellogg, '29.

IN OTHER COLLEGES

Despite the charges that the undergraduate of today is jazz-mad and materialistic, 41 colleges, representing 50,000 students, are officially participating in the international movement to rebuild the burned Shakespeare Memorial Theatre at Stratford-upon-Avon. Among these are: Amherst, Bowdoin, Brown, Cornell, Hamilton, Hobart, Massachusets Agricultural College, Mount Holyoke, Oberlin, Smith, Vassar, Williams, Clark, and the Universities of Michigan, Delaware, Chicago, Virginia, Pennsylvania, Mississippi, Maine, and Indiana.

—*Mount Holyoke News.*

Apropos of women in politics, the Crimson proposes "that shrewd toast: 'Here's to women, once our superior and now our equal.'"

Vassar has a Composer's Club. It recently held its annual open meeting at which were presented numbers for strings, piano, and some wind instruments as well as for vocal groups, written and directed by the students.

Christopher Morley recently lectured at the Women's College of Brown University.

A benchmark is being sunk 125 feet below the surface of the earth into bed rock, to measure future earth movements, at M. I. T. This will be the first of its kind to be placed east of Minneapolis. Geology students take notice!

We feel as though one of our beloved traditions had been stolen when we learn that Vassar Seniors have hoop-rolling, too, on Class Day.

Harvard suggests a Handbook, usually known as the Freshman Bible, for upperclassmen.

The following is taken from the Holy Cross *Tomahawk:* "Vassar's recent investigations of smoking rules in women's colleges have brought forth the following diverse facts: Stamford girls may smoke in the dormitories but not in public. At Smith, no smoking is allowed in the college buildings, but it is permitted in public tea-rooms. Bryn Mawr provides one room in each of the halls of residence for smoking, while Barnard changes its rules yearly according to the temper of the student body. Wellesley girls just don't smoke."

DARTMOUTH STUDENTS RESENT ACCUSATION OF AESTHETICISM

According to rumors, the virile, knock 'em down, sweat shirted college man is being supplanted by a languishing lily out of a Gilbert and Sullivan opera. Dartmouth has been overwhelmed by these mauve decadents, complains Mr. Percy Marks, erstwhile Dartmouth instructor, and author of *The Plastic Age, Which Way Parnassus?* The sheep-like collegians carry this fad to an obnoxious extreme, he declares, as they did the virile pose. He calls for an unabashed return to the now-despised enthusiasms of "college spirit."

The New Student quotes the reply of E. M. Benson '27 to Mr. Mark's accusation. He insists that Mr. Marks has failed to get the distinction between the two types of aesthetes—good and bad. "Mr. Percy Marks, in a recent letter to *The Dartmouth*, showed a considerable lack of information. He knew well the sweatshirt era. Less well does he know the desultory reign of the aesthete. There is one type who looks into the mirror of life and only sees his own image. He 'clicks' with a group that is sympathetic to him and showers him with praise. He, in consideration, pours out the same amount of soothing syrup to his friends. They walk together, drink together, eat together, and settle the world's problems together. They are the cosmos. They read Ronald Firbank and Jean Cocteau, and most of them despise Dickens and Thackeray. Mr. Marks' criticism has validity only if referred to this assortment of intellectuals.

"The students who are now interested in aesthetics are less flippant and more intellectually dependable. Their love of knowledge persuades them to seek it in every nook and corner. They are not intolerant of those who cannot see things as they do. The basic values of beauty and truth are not maltreated at their hands. They enjoy a good football game as much as a good book. They are not out to save the college from the bowwows.

"Dartmouth is not the hot-bed of ninnies it is cracked up to be. There is just as much real emotion now as there ever was; only it is not contaminated by ancestral balderdash and inoculations of loud-mouthed patriotism. If Mr. Marks took less stock in the gossip of his professional friends, and did not restrict his visits solely to the Hanover Inn he might have a better idea of what Dartmouth is really like."

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CALENDAR

Thursday, June 2: 8:15 A.M., Morning Chapel. Dean Knapp will lead.

4:00 P.M., Room 124 Founders Hall. Academic Council.

Friday, June 3: 8:05 A.M., Morning Chapel. Last formal chapel with academic procession. President Pendleton will lead.

4:30 P.M., Horton House. Meeting of the Association of Officers and Instructors. Miss Marion Coats of Bradford Academy will speak on "Junior Colleges and their Relation to the Senior College." Tea served from 3:30-4:30.

8:00 P.M., Float. Tickets may be obtained at the gates near the Lake. Alternate date June 6.

Saturday, June 4: 8:15 A.M., Morning Chapel. Dean Tufts will lead.

3:30 P.M., Tower Court Green. Tree Day Exercises open to Alumnae and all former members of the college. Alternate date June 6.

Sunday, June 5: 11:00 A.M., Memorial Chapel. Preacher, Rt. Rev. John T. Dallas, Bishop of New Hampshire.

7:30 P.M., Musical Vespers. Wellesley College Choir, assisted by ten members of Appleton Chapel Choir, Harvard University and by Edith Bullard of the Department of Music.

Monday, June 6: Examinations begin.

Tuesday, June 7: 8:15 A.M., Morning Chapel. President Pendleton will lead.

Wednesday, June 8: 8:15 A.M., Morning Chapel. Dean Waite will lead.

Sunday, June 12: 11:00 A.M., Memorial Chapel. Preacher, Dr. G. A. Johnston Ross, Union Theological Seminary, New York City.

7:30 P.M., Vesper Service. Address by Dr. Raymond Calkins.

Note: Reproductions of Gothic Tapestries, published by Demotte, gift of Mrs. Alma Seipp Hay, also Reproductions of Drawings by Old Masters, published by Leo S. Olschki, gift of Miss Caroline Hazard, on exhibition at Art Museum.

ALUMNAE NOTES

ENGAGED

'17 Melba Stucky to Mr. Thomas C Billig, graduate of Geneva College, U of Pa. and Yale Law School.

MARRIED

'19 Helen D. Bixby to Mr. James Luchini, Harvard '14.

'21 Julia M. Currier to Dr. Amos H. Stevens, April 9 in Arlington, Mass Adress: Pitts Manor, 861 Lothrop, Detroit, Michigan.

'22 Betty Pauline Watt to Mr. Stanley Truman Brooks, April 30, at Pittsburgh, Pa.

'25 Ruth L. Dangler to Mr. William Hicks Lokey of Birmingham, Ala.

CHANGE OF ADDRESS

'25 Lileth Lidseen to 434 South Scoville Ave., Oak Park, Ill.

WELLESLEY ATHLETES NEEDED FOR SUMMER SPORT SESSION

"A remarkable opportunity is offered to girls interested in athletics in the announcement of a Post-Commencement Sports Session at Wellesley College from June 22 to July 2. The Department of Hygiene and Physical Education will give intensive instruction in the educational management of athletics and in methods of coaching and conducting the following sports:—Hockey, Baseball, Swimming, Tennis, Track, Lacrosse, Basketball, Crew and Archery."

Many applications from representatives of other colleges have been received in answer to this announcement, but as yet Wellesley has not responded. Elections will soon be held to choose two delegates, girls of some athletic ability who will be able to gain most from the course and give that next year to the college. They will need support; Wellesley must be represented upon her own ground. Only 25% of the total number which can be accommodated now remains unfilled. Will those interested please apply quickly. Reservations may be made through the Secretary, Mary Hemenway Hall.

This program is planned to meet the needs of teachers of physical education, and of the college girl who wishes to become an intelligent leader in athletics. No remarkable ability in applicants is required. Nine lecturers, Nita Shefield of Barnard among them, will discuss problems common in the management of all sports, and specific methods of coaching will be taken up by each instructor. The course will prove most useful to those who desire positions as camp counselors or wish to attain a considerable degree of skill.

TRINITY HOUSE IN NEW YORK LODGES COLLEGE GRADUATES

Those who say that men and women cannot share a residence club are disproved not only by International House in New York, where the experiment has worked out successfully on a large scale, but by Trinity House, where it has been tried on a family basis with a small group of twenty-five. This club, which is on Brooklyn Heights, a fine residential district six minutes from Wall Street, has been operating since last October.

Associated with the House have been men and girls from the following colleges: Alabama Polytechnic, Annapolis, Barnard, Cornell, Harvard, Harvard Business, Harvard Law, Idaho U., Illinois U., Massachusetts Tech., Mt Holyoke, Northwestern, Ohio Wesleyan, Pennsylvania U., Princeton, Rochester U., Smith, So. Carolina U., Swarthmore, Trinity, Vassar, West Point, Williams, Wisconsin U., Yale.

They have been engaged in such varied profesions as law and library work, engineering and social work, insurance and botanical research.

The requirement for membership is that the residents be recently graduated and have interests of the sort that make stimulating contacts, whether in the field of business, art, science, or social problems. Last year the members included the President of the Harvard Law Review of 1925-26, and two others of his board, and the Valedictorian of the Harvard Law Class of 1926.

The residents carry the responsibility for the tone of the House. There are no house rules of the sort familiar to dormitary inmates. The couple in charge of the social side of the House are from the class of 1923 at Harvard and of 1922 at Barnard.

It might be said that the interesting social feature of the House are combined with large rooms with open exposure, excellent food under a Pratt graduate, and rates below the prevailing level.

Seniors interested in applying for residence should write L. Bradford Young, 12 Pierrepont Street, Brooklyn, N. Y.

FACULTY PLANS TO SPEND NEXT SUMMER IN TRAVEL AND STUDY

(Continued from Page 6, Column 3)

which many have never been published. She hopes to be able to see some of the more inaccessible eighteenth century gardens.

Miss Thompson will spend her summer in her camp in Maine. Taking books from the Library she will devote her time to *New Testament* study and particularly to the Fourth Gospel.

Miss Smith, now on her way back from a trip around the world, goes with Miss Copeland to the University of Wisconsin to attend the session of the American Mathematical Society.

Mrs. Hunt and Miss Johnson are chaperoning parties to Europe, and Miss Balderston who had planned also to chaperone a group has given it up to prepare for a new course that she will have next year.

Madame Andrieu who is going directly to Paris for a few weeks will divide her time afterward between Brittany and the Pyrenees. So much material is being constantly issued from the French Press and it is so difficult to keep up with in this country Madame Andrieu intends to spend all her time in catching up, and finding out just what is happening.

Miss Dennis leaves in July for the University of Nancy where she will be Assistant Director of the University of the Delaware Foreign Study Group and Head Counsellor for Women Students. After the three months summer session she will go to the Sorbonne for the winter. Probably sixty or more men and women from American colleges and universities will be spending their junior year in France, among whom will be six or seven from the class of '29.

FOGG MUSEUM OPENING

The following interesting account of the new Fogg Art Museum is quoted from the *Boston Transcript*

"The Fogg Art Museum in Cambridge is entering upon an epoch that promises not only to have a highly desirable effect upon the student life at Harvard, but to enrich the entire community and to set an example for other great educational institutions of the country.

On June 20 the new Fogg Museum will be dedicated. The Fogg is particularly known for its fine collection of early Italian and Renaissance paintings. The great central court about which the building is planned and from the corridors of which the various galleries may be approached is likewise Italian, taking its design from the palace erected in Montepulciano by Antonio di Sangallo, a sixteenth-century architect who came from a family of builders identified with the arts and much employed by the de Medicis. The two tiers of colonades of imported Travertine stone of an intriguing texture, the indication of tiles just below the glass roof and the stone-paved floor combine in creating a handsome and harmonious effect.

Great Hall is Italian

The largest of the galleries on the first floor is designated as the Great Hall, a singularly imposing room, two stories in height, with a balcony jutting out from the second floor and from which the ceiling, transported from a sixteenth-century chateau near Dijon, of magnificent oak beams, black with age and intricately carved with allegories of man, beast and floral motives, may be studied at close range.

In the Great Hall have already been installed the XII century Romanesque capitals from Moutier-Saint-Jean and those from Saint-Pons, also the exquisitely carved one from Avignon, which form a collection in itself unexcelled in this country. Some fine tapestries are to be placed on the walls of the hall whose medieval spirit they will so sumptuously express.

However, the structural design of the interior of the museum, like the outside, is simplicity itself, depending on lovely proportion and thick massive walls to create an appearance of permanency in keeping with the high purpose of the great artists of the past whose works are to be cherished here. The galleries throughout the building are covered with neutral colored linen, beneath which is a paper both fire and water proof, while the floors are of teakwood.

A splendid library with reading room and cases for some 60,000 books and five times that number of photographs, as well as a hall that seats five hundred persons, is on the first floor of the museum, which is so planned that it is possible to use either or both of these rooms for evening lectures or study without opening the galleries.

The splendid Chinese paintings which the Museum possesses are displayed in other galleries on the first floor where will be located the Oriental and Classical Departments and two handsome rooms equipped with commodious table and many cases which hold a collection of rare prints and engravings, nearly as important as that of the Museum of Fine Arts. Here also will be found the magnificent collection of drawings, assembled during a number of years by Paul J. Sachs, the value of which can scarcely be estimated. Many of them bear the marks of famous collections.

HAVEN'T YOU A BOOK

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